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AUTHOR Olson, Leroy C.
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ABSTRACT

This document reports on a study to determine (1) the status of the administrative internship in 1967-68 University Council for Educational Administration (UCEA) universities, (2) university supervisors' perceptions of the future of the administrative internship, and (3) the role of the internship in future preparation programs for school administrators. A major recommendation is that all universities with preparation programs for school administrators offer internship programs for small numbers of students. Numerous tables illustrate study findings. (LLR)

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THE STATUS AND FUTURE OF THE ADMINISTRATIVE INTERNSHIP IN THE UNITED STATES

Leroy C. Olson
Associate Professor, Educational Administration
Temple University
Philadelphia, Pa.

February, 1970

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CHAPTER I

INTRODUCTION

I. BACKGROUND

The concept underlying an administrative internship program makes sense. The internship provides a practical vehicle to relate theory to practice. It recognizes the joint responsibility of the university and the employing agency in the development of administrators. It provides the opportunity for in-depth learning-by-doing field experiences under the cooperative auspices of a theorist (university professor) and a practitioner (school administrator). It seems to present the opportunity for a wanted and needed partnership or marriage among three parties - student, employing agency, and university. The advantages to all three partners are many.

Other professions are also utilizing the internship, and the development of the internship in educational administration is undoubtedly related to the development in these fields. The most obvious example is the field of medicine which probably has the most firmly established program of any profession. Other professions such as hospital administration, public administration, nursing, social welfare and the ministry, have more recently added the internship dimension to their preparation programs.

Student teaching in the field of education, is widely accepted as a field experience in the preparation of teachers. Internship programs at the graduate level are becoming quite common for persons with liberal arts degrees who wish to become teachers. Other areas of specialization such as school counseling, school psychology and school social work are instituting internship programs.

The internship in educational administration is a relatively recent development. Newell states that "only two such programs are known to have been in existence prior to 1947, and one of these was rather completely reorganized as recently as 1950."[1] The initial stimulus for the development of administrative internships came from a meeting of professors of educational administration in 1947.[2] This group which became the National Conference of Professors of Educational Administration (NCPEA) continued the development as did the Cooperative Program in Educational Administration (CPEA) which was financed largely by the W.K. Kellogg Foundation. The University Council for Educational for Administration (UCEA), made up of leading universities throughout the United States and Canada, has maintained an interest in the internship in its efforts to upgrade educational administration. The American Association of School Administrators has also shown a

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[1]Clarence A Newell, Handbook for the Development of Internship Programs in Educational Administration (Cooperative Program in Educational Administration, Middle Atlantic Region. New York: Teachers College, Columbia University 1952) p. 1.

[2]Ibid.

continued interest in the administrative internship. The National Association of Secondary School Principals with the help of a grant from the Ford Foundation has focused some attention on internships for secondary school principals.

The possibilities of the administrative internship has seemed to excite many of the leaders responsible for the professional preparation of school administrators. Men such as John Fischer, Daniel Davies, Clarence Newell, Clifford Hooker, Fritz Borgeson, Richard Lonsdale and Richard Wynn to name just a few, have been prominently identified with the internship program.

Claims and Predications for the Internship.

Since 1952, the professional literature has been filled with great predictions for the internship in educational administration. Newell said "... it appears likely that the time will come when school administrators generally will be required to complete an internship successfully as an essential part of their professional preparation."[3]

The authors of the 1960 AASA Yearbook made nineteen favorable references to the administrative internship and went so far as to say:

> In the coming years, an institution's willingness to undertake an internship program and to finance it at

[3]Ibid., p. 2.

> an appropriate level could well be the test of its existence. The internship is so important that it is the sine quo non of a modern program of preparation of educational administrators. If an institution cannot provide internship training, it should not be in the business of preparing educational administrators.[4]

Writing in the foreword of The Internship in Educational Administration, Newell said, "The fact that internships are proving themselves to be highly valuable in an administrator's preparation gives rise to the belief that the time may come when they will be considered indispensable."[5]

Davies made the following two conclusions about the administrative internship:

> "first, the administrator of the future will have served an internship; and second, no professional school will be accredited that offers no internship."[6]

In his final chapter of the same book, Davies indicated that to establish the internship firmly and soundly as a part of the preparation program for school administrators, a university should "by official action make a year's internship a requirement as part of post-master's degree programs in elementary, secondary, and general school administration."[7]

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[4]American Association of School Administrators, Professional Administrators for America's Schools, 38th Yearbook (Washington, D. C.: The Association, 1960) p. 82.

[5]Daniel R. Davies, The Internship in Educational Administration, Washington, D. C.: The Center for Applied Research in Education, Inc., 1962.

[6]Ibid., p. 82.

[7]Ibid., p. 97.

Borgeson wrote:

> While general acceptance of the internship in school administration has been slow in coming, wide acceptance will be rapid in the next few years. National organizations are looking with favor upon the internship. Witness recent action by the A.A.S.A. and seriously contemplated action by other national leadership groups. New Jersey and New York have taken initial steps in incorporating the internship in certification requirements; expansion of the concept in further certification details in these two states is predicated. Other states now are toying with the idea. Still others will follow. Will the profession be ready to cope with and provide for the greatly expanding demands for the internship as a prerequisite for admission to all educational leadership positions?[8]

In summary, predictions for the internship in educational administration have gone so far as to:

1. Make inclusion of the internship a requirement for accreditation of all university programs of preparation for school administrators.

2. Make the internship experience a requirement for all students in a post-master's degree program in educational administration.

3. Make the internship experience a requirement for certification as a school administrator.

Problems Related to the Administrative Internship.

Studies have consistently shown that the number of graduate students in educational administration who participated in internship programs has been small. The number of universities which

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[8]Fritz C. Borgeson, "The Role of the University in the School Administration Internship Program," The Internship in Administrative Preparation. Columbus, Ohio: The University Council for Educational Administration and Washington, D.C.: The Committee for the Advancement of School Administration, Stephen P. Hencley, ed., 1963, pp. 106,107.

have actually added the internship dimension to their training program, while showing an increase, has remained relatively small when compared to the claims and predictions for the program. Wheaton studied the status of the internship in educational administration in 1949-50 and found only seventeen of one hundred fifty-two universities operating such programs. Two universities were reported to have the program prior to 1940.[9] A survey completed by the Committee for the Advancement of School Administration looked at the status of the internship in the 1962-63 school year. The results showed that 312 students were enrolled as administrative interns. It was also found that 117 universities out of 289 had established intern programs but that only 62 had interns actually in the programs during that year.[10] Why was the number of interns so small? Why hadn't more universities actually placed interns? To be sure there have been a number of problems associated with the program. Some of these problems include: acceptance of an operational definition, determination of suitable relationships between the university and the employing agency, discovery of how to finance the program, and establishment of the means to provide placement which would give meaningful experiences.

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[9]Gordon A. Wheaton, "A Status Study of Internship Programs in School Administration," (Unpublished doctoral project, Teachers College, Columbia University, New York, 1950), pp. 33-36.

[10]John A. Ramseyer, "The Internship: Some Problems and Issues," The Internship in Administrative Preparation, Columbus, Ohio: The University Council for Educational Administration and Washington, D.C.: The Committee for the Advancement of School Administration, Stephen P. Hencley, ed., 1963, p. 139.

In spite of these problems and in spite of the small amount of participation in the program, however, highly favorable claims and predictions for the future of the internship have continued. Is the small amount of participation due solely or primarily to the slow adoption of the program by universities and employing agencies? Given enough time, will the internship be made a requirement for all graduate students in educational administration? Is the internship merely a fad, or are the problems involved in its implementation so great that it will never become widespread?

In the summary chapter of The Internship in Administrative Preparation, Ramseyer raised ten issues in regard to the administrative internship. Two of the issues which seemed most pertinent to the author of this report were:

> Issue #2. Is the formal internship essential to the preparation program for educational administrators or are there a number of means of utilizing real or simulated experiences that are just as effective?
>
> Issue #3. Should the internship be made a requirement for the completion of a formal program of preparation for the educational administrator or may some persons be excused from it?[11]

In an effort to answer these basic issues and to make an up-to-date reappraisal of the administrative internship nationally, this study of the status and future of the administrative internship in universities holding membership in the University Council for Educational Administration (U.C.E.A.) was undertaken. It was believed by

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[11]Ibid., p. 142.

the author that the experiences and recommendations from the member universities would be most appropriate in seeking the answers, since he assumed that the leading universities throughout the country, which have programs of preparation for educational administrators were members of the U.C.E.A. What more authoritive source could be found than the men actually working with the internship in these leading universities?

II. PURPOSES OF THE STUDY

The purposes of the study were:

1. to determine the status of the administrative internship in University Council for Educational Administration universities in the United States.

2. to determine how those persons with primary responsibility for supervising the administrative internship program in U.C.E.A. institutions perceived the future of the program.

3. to determine how the future of the administrative internship was perceived in those U.C.E.A. institutions which do not at present include it as an opportunity for graduate students.

4. to try to establish the place of the internship in future preparation programs for school administrators.

III. LIMITATIONS

This study was limited to an analysis of the internship in educational administration in the U.C.E.A. universities in the United States during the 1967-68 school year. It applied to those perceptions by university supervisors of internship programs which existed and to perceptions by the department chairman or his

representative in those universities without an internship program in 1967-68.

IV. DEFINITION OF TERMS

Several terms were used which were pertinent to the study and which needed definition. Therefore for the purpose of this study the following terms applied:

Administrative Internship:

> "An internship in educational administration is a phase of professional preparation in which a student who is nearing the completion of his formal study works in the field under the competent supervision of a practicing administrator and of a professional school representative for a considerable block of time for the purpose of developing competence in carrying administrative responsibilities."[12]

U.C.E.A. University:

> A university holding membership in the University Council for Educational Administration during the 1967-68 school year.

Sixth year, Specialist, or Certificate of Advanced Graduate Study Program:

> Terms used synonymously to denote that area of graduate study culminating between the master's degree and doctorate usually not requiring a written thesis.

University Supervisor or Supervisor:

> Terms used to denote the university faculty member responsible for supervising the administrative internship program in U.C.E.A. institutions.

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[12] Newell, op. cit., p. 4.

V. PROCEDURES

Plans for the study were discussed with members of the central staff of U.C.E.A. who endorsed the proposal. The executive secretary of U.C.E.A. agreed to a request to permit the representative from Temple University to poll the Plenary Session representatives present at the annual meeting of the group in February, 1968 in Atlantic City to determine if member institutions had an administrative internship as a part of their graduate programs. The brief questionnaire asked for the name of the person with major responsibility for the administration and supervision of the program, if the university provided an internship opportunity. The name of the person with overall responsibility for heading the educational administration program was requested also. A copy of the questionnaire appears in the Appendix. Representatives from thirty-five universities returned the questionnaire at the meeting. Since the author knew who was responsible for the internship program at four other universities, no follow-up was considered necessary in those cases.

The same questionnaire along with a covering letter was sent to those Plenary Session representatives who were not present at the meeting so that all U.C.E.A. institutions were invited to participate in the study. Returns were received from all but one university. A representative of this university responded, however, by completing and returning a questionnaire at a later time so that initial

information was obtained from all fifty-three U.C.E.A. universities in the United States.

Two questionnaires were developed to obtain information about the internship. Form A was sent to those universities which did not include the internship as an opportunity for their graduate students and Form B was designed for those that did make such opportunity available. Form A was directed to the person that had been identified on the earlier questionnaire as having overall responsibility for heading the educational administration program in institutions which did not provide the internship opportunity. A covering letter explained the purpose of the study and defined the internship. Form B, along with a personal data sheet and a covering letter, was mailed to the person identified earlier as having major responsibility for the administration and supervision of the internship program if the university provided such opportunity.

Follow-up letters were sent to those persons who did not respond to the original letter and questionnaire. A copy of the questionnaire, personal data sheet, and letters appears in the Appendix.

CHAPTER II

U.C.E.A. UNIVERSITIES WHICH PROVIDE INTERNSHIP OPPORTUNITIES

I. GENERAL

Forty-five U.C.E.A. universities in the United States indicated they provided an administrative internship opportunity for graduate students during the 1967-68 school year. Respondents from thirty-six of these institutions completed Part B, along with a personal data sheet, while no answer was received from nine universities.

Two of the thirty-six universities which returned Part B completed only part of the questionnaire. Therefore, tabulations of Part B were completed for thirty-four universities. Instructions for Part B requested that this part of the questionnaire be completed by the person in the department who had the major responsibility for the internship program. It seemed apparent that the instructions were followed since thirty respondents said they had direct responsibility at present for the administrative internship program. Only two respondents did not have direct overall responsibility for the program. The program was shared in another case by the department while no answer was indicated by one university.

II. INFORMATION FROM PERSONAL DATA SHEETS COMPLETED BY UNIVERSITY SUPERVISORS

Academic Rank of University Supervisors

Sixteen of the university intern supervisors were full professors, twelve were associate professors, five were assistant professors while no answer was given in one instance, as seen in Table I. Two of the respondents also indicated that they served as department chairman.

TABLE I

ACADEMIC RANK OF UNIVERSITY INTERN SUPERVISORS

Academic rank of intern supervisors	Number of university supervisors
Professor	16
Associate Professor	12
Assistant Professor	5
No Answer	1
Total	34

Length of Time University Supervisors Had Held Responsibility for Internship Program

Most of those responsible for the programs had held the responsibility for less than five years as shown in Table II. Nine supervisors stated they had held the responsibility two years or

less, thirteen had three to five years with the program, five had six to eight years, while the three most experienced respondents had ten, twelve, and fourteen years, respectively, with the program. No answer was given by four supervisors.

TABLE II

LENGTH OF TIME FOR WHICH UNIVERSITY SUPERVISORS HAD HELD RESPONSIBILITY FOR INTERNSHIP PROGRAM

Range in number of years supervisors had been responsible for internship program	Number of university supervisors
12-14	2
9-11	1
6-8	5
3-5	13
0-2	9
No Answer	4
Total	34

Part Department Members Played in Internship Program

The part which other members of the department played in regard to the internship program ranged from none to a complete sharing of the responsibility as is shown in Table III. The type of assistance most often given by members of the department was in

helping to supervise the interns. Eleven respondents indicated such help was given, either by several members or the total department. Departmental help was forthcoming also in the form of assistance in identifying or selecting candidates for the internship, with seven universities indicating such practice. Some help was received in other ways such as seminars, consultation, and helping select placement opportunities.

TABLE III

PART PLAYED BY DEPARTMENT MEMBERS IN THE INTERNSHIP PROGRAM IN U.C.E.A. UNIVERSITIES

Part played by department members in internship program	Number of universities
Supervising interns	11
Identificating and selecting interns	7
Consulting with interns	2
Holding seminars with interns	2
Finding placement opportunities for interns	1
Holding conferences with interns	1
Supporting the internship program	1
Sharing in the total program by all members	1
Helping role played by advisors	1
Helping role played by department chairman	1
Helping very little	1
None	3
No answer	2
Total	34

Compensation for Internship Program

Not a single university gave extra compensation for supervisory work with the internship program. All thirty-three respondents who answered the question noted that they did not receive extra compensation, while no answer was received from one supervisor. Twenty-six supervisors indicated, however, that they received compensation for expenses incurred in their work with the internship program as shown in Table IV. Four others specified that they were compensated for mileage and one other said that he used university transportation. Two respondents received no compensation for expenses. One supervisor did not respond to the question.

TABLE IV

COMPENSATION RECEIVED BY UNIVERSITY SUPERVISORS FOR EXPENSES INCURRED IN WORK WITH INTERNSHIP

Compensation for expenses in work with internship	Number of supervisors
Received compensation for all expenses	26
Received compensation for mileage	4
Utilized university transportation	1
Received no compensation	2
No answer	1
Total	34

Portion of Supervisors Teaching Load for Which Credit Was Given For Internship

Rather than receiving extra compensation for the internship, the supervisors indicated that it was a part of their overall responsibility. The range in the portion of their teaching loads for which credit was given for their work with the internship program was all the way from no credit for eight supervisors to full teaching load credit for two supervisors. No specific portion was defined for five but seventeen had at least one-fourth teaching load credit for the internship and seven had at least half of their load officially credited to the internship. The specific credits can be seen in Table V.

TABLE V

PORTION OF SUPERVISOR TEACHING LOAD FOR WHICH CREDIT WAS GIVEN FOR WORK WITH INTERNSHIP PROGRAM

Portion of teaching load credited to internship	Number of universities
Full	2
3/5	1
2/3	1
1/2	3
2/5	1
1/3	5
1/4	4
1/10	2
1/6	1
No specific portion defined	5
None	8
No answer	1
Total	34

Time Devoted to Internship Programs

Table VI shows that the amount of time devoted to the internship per week ranged from none to a maximum of between thirty-five to forty hours. Twenty-six of the thirty-one supervisors who answered the question spent between one and ten hours per week on the program.

TABLE VI

AVERAGE TIME PER WEEK DEVOTED TO INTERNSHIP BY UNIVERSITY SUPERVISORS

Average time per week devoted to internship	Number of supervisors
35-40 hours	1
20 hours	2
7-10 hours	5
5-6 hours	7
3-4 hours	8
1-2 hours	6
None	1
Varies	1
No answer	3
Total	34

III. INTERNSHIP QUESTIONNAIRE RESULTS

Number of Interns

A total of two hundred fifty-two administrative interns were enrolled in the graduate programs of thirty-two U.C.E.A. universities during the 1967-68 school year. The number ranged from no interns in two universities to thirty interns in one university. While the average number of interns per university was slightly less than eight, this number was skewed by a high number in a few universities. Table VII

shows that half of the universities reporting (16) had five or less interns while seventy-five percent (24) had no more than eight.

TABLE VII

NUMBER OF ADMINISTRATIVE INTERNS AFFILIATED WITH U.C.E.A. UNIVERSITIES

Number of interns	Number of universities	Total number of interns
30	1	30
25	1	25
21	2	42
20	2	40
15	1	15
10	1	10
8	2	16
7	2	14
6	4	24
5	1	5
4	3	12
3	2	6
2	5	10
1	3	3
0	2	0
No answer	2	0
Total	34	252

Academic Levels

Table VIII pictures the actual and possible number of interns placed by academic level and the number of universities which placed them in 1967-68. Since some universities had interns at more than one level of preparation, the total number of universities reporting was greater than thirty-four. Four universities did not respond to the question as to the levels of the interns who were actually placed in positions.

The greatest number of interns were early in their doctoral program (92), while seventy-nine were late in their doctoral program and six were working toward a doctorate at an unspecified level. One post-doctoral, forty-three sixth year or specialist and thirty-one master's degree candidates completed the picture.

Twenty universities had interns who were early in their doctoral program, eighteen had interns late in their doctoral program and two didn't specify at which level of the doctorate program their interns were working. One had a post-doctoral intern, eleven had sixth year or specialists, and four had master's degree level interns.

TABLE VIII

INTERNS PLACED AND UNIVERSITIES PLACING
BY ACADEMIC LEVELS

Academic level	Number of interns placed	Number of universities placing
Post-doctoral	1	1
Doctoral (early in program)	92	20
Doctoral (late in program)	79	18
Doctoral (unspecified)	6	2
Sixth year or specialist	43	11
Master's	31	4
No answer	0	4
Total	252	60*

*Some universities had interns at more than one academic level.

As shown in Table IX, a total of thirty-four universities, or one hundred percent of those who answered the question indicated that it was possible to take an internship at the doctoral level. Eleven would permit post-doctoral internships, while seven would permit master's degree candidates to be interns. The total of seventy-five reflects the fact that the internship opportunity was a possibility at more than one academic level.

TABLE IX

ACADEMIC LEVELS AT WHICH AN INTERNSHIP WAS POSSIBLE IN U.C.E.A. UNIVERSITIES

Academic level at which an internship was possible	Number of universities reporting
Post-doctoral	11
Doctoral (unspecified)	34
Sixth year or specialist	23
Master's	7
Total	75*

*Some universities reported possible internship opportunities at more than one level.

As shown in Table X, two intern supervisors in U.C.E.A. universities considered the period early in the doctoral program to be the most appropriate time for an administrative internship. Three universities listed late in the doctoral program as most appropriate while eight said that the doctoral level was most

appropriate but didn't specify early or late in the program. Twelve listed sixth year or doctoral and one said master's or doctoral was the most appropriate. No respondent felt that the post-doctoral level was best. Four said all or any level and one specified that after sixty hours the internship was most appropriate. Three indicated that the most appropriate level depended on the background of the student while three wrote that the level at which the student intends to terminate his program was best.

TABLE X

ACADEMIC LEVELS CONSIDERED MOST APPROPRIATE FOR ADMINISTRATIVE INTERNS BY SUPERVISORS IN U.C.E.A. UNIVERSITIES IN 1967-68

Academic levels most appropriate for internship	Number of supervisors
Post-doctoral	0
Doctoral (early)	2
Doctoral (late)	3
Doctoral (unspecified)	8
Sixth year of doctoral	12
Master's or doctoral	1
All or any level	1
After 60 hours	1
Depends on background of individual student	3
At level student intends to terminate program	3
No answer	1
Total	34

Extent of Participation in the Internship Program

Generally the supervisors reported that the percentage of graduate students who had participated in the administrative internship program had shown some increase in U.C.E.A. institutions. However, the percentage had remained about the same in quite a number of universities and had decreased in two universities as can be shown in Table XI.

TABLE XI

SUPERVISORS' REPORT OF THE PERCENT OF GRADUATE STUDENTS WHO PARTICIPATED IN THE INTERNSHIP PROGRAM OVER THE PAST FIVE YEARS

Graduate student participation in internship program over the past five years	Number of supervisors reporting
Increase	14
Slight increase	4
Increase since program is new	2
About the same	12
Decrease	2
Total	34

Those persons responsible for the internship program in U.C.E.A. universities generally agreed that the percentage of interns will increase over the next five years as is shown in Table XII.

TABLE XII

ANTICIPATED CHANGE IN PERCENTAGE OF GRADUATE STUDENTS WHO WILL PARTICIPATE IN THE ADMINISTRATIVE INTERNSHIP PROGRAM

Graduate student participation in internship which is increase or decrease in percent anticipated in the next five years	Number of supervisors
Increase	20
Slight increase	3
About the same	7
Not sure	1
No answer	3
Total	34

Placement of Interns

The answers to the question, "Where are your interns placed this year," were usable from twenty-five of the thirty-four universities that responded to the questionnaire. Several respondents simply checked the areas listed rather than giving the number for each area as requested. Table XIII on page 27 shows the results. Since some universities had interns placed in several categories, the number of universities shown totals more than the twenty-five which responded.

The most frequent placements during the 1967-68 were in the central office of public schools and in secondary schools. The elementary school and higher education placements ranked well behind these two categories as did the county office, state department of education, and all other areas.

The respondents were asked to indicate if it was possible to intern in all the above areas. Twenty-two universities stated that the whole range of placement opportunities was possible while in eleven institutions it was not. No answer was received in two cases. Six of the ten "not possible" answers were qualified as follows: in one case secondary school only, in two cases all except higher education and in the remaining situation the intern had to be more than a principal.

TABLE XIII

NUMBER OF INTERNS PLACED AND NUMBER OF UNIVERSITIES REPORTING PLACEMENT IN VARIOUS POSITIONS

Positions in which placed	Number of interns	Number of universities
Central office public school	81	16
Secondary school	76	20
Elementary school	22	9
Higher education	21	6
State department of education	9	5
County office	8	5
A variety of above	1	1
U.S.O.E.	1	1
School development association	1	1
Other (not specified)	3	2
Answer not usable or no answer	0	7
Total	223	73*

*Some universities reported placement in more than one position.

When asked which area or areas they felt gave the best experience, fifteen respondents stated that this depended on the individual student's needs and goals. As can be seen in Table XIV the central office of a public school was seen as giving the best

experience by six respondents, secondary school placement by three and the remaining combinations were advocated by only one person in each case.

TABLE XIV

AREA OF PLACEMENT CONSIDERED BY SUPERVISORS TO GIVE THE BEST EXPERIENCE TO INTERNS

Area of placement	Number of supervisors who considered placement to give best experience
Depends on individual student needs and goals	15
Central office public school	6
Secondary school	3
All areas	1
Central, elementary, secondary, or higher	1
Central, elementary, secondary	1
Central or secondary	1
Central, elementary, secondary, or county	1
County office (was central office in this case)	1
State government but not state department of education	1
No answer	2
Total	34

Length of Internship

As shown in Table XV, the period of internship was a school year in twenty-three universities, a semester in three, and a calendar year in one. No answer was received from one university, while six specified something other than the above categories. These included: either one semester or one year, usually one year but sometimes one semester, a quarter, two to three quarters, either a semester, school year, or a calendar year, and one semester for public school and nine weeks for junior college.

When asked to write what they felt was the optimum length of time for an internship the answers quite closely resembled the actual practice with the school year being named by twenty-four of the thirty-one supervisors who answered the question. A semester was considered optimum by three supervisors, while a quarter, eighteen weeks, two years, and a flexible schedule were named by one supervisor in each case. No answer was received from three supervisors.

TABLE XV

A COMPARISON OF THE SUPERVISORS' OPINIONS OF THE ACTUAL AND OPTIMUM LENGTH OF THE ADMINISTRATIVE INTERNSHIP IN U.C.E.A. UNIVERSITIES

Length of internship	Number of university supervisors reporting actual length of placement	Number of university supervisors reporting optimum length of placement
School year	23	24
Semester	3	3
Calendar year	1	0
Other	6	4
No answer	1	3
Total	34	34

Title of Interns

The administrative intern is called by that title in twenty-nine of the thirty-four universities from which an answer to the question was obtained as can be seen in Table XVI. In the other five universities he is called: administrative assistant, graduate assistant and administrative intern, assistant principal, etc., administrative intern or assistant principal, and Mott Foundation intern.

When asked to give their opinion as to what title the intern should have, twenty-three university supervisors had a preference for the title administrative intern, four stated that the title by which he was called made little difference, three did not answer the question and the other four supervisors gave a variety of answers.

TABLE XVI

A COMPARISON OF THE SUPERVISORS' OPINIONS ABOUT THE ACTUAL AND DESIRABLE TITLE OF THE ADMINISTRATIVE INTERN IN U.C.E.A. UNIVERSITIES

Title of intern	Number of university supervisors reporting actual use of title	Number of university supervisors reporting desirable title
Administrative intern	29	23
Administrative assistant	1	1
Assistant principal	1	1
Graduate assistant and administrative intern	1	0
Administrative intern or assistant principal	1	0
Mott Foundation intern	1	0
Intern or assistant-to	0	1
Intern plus position in which he is doing his work	0	1
Makes little difference	0	4
No answer	0	3
Total	34	34

Ages of Administrative Interns

Twenty-eight university supervisors indicated the ages of their present administrative interns. Three of the responses were not usable. Most of the twenty-five universities whose returns were usable had interns in more than one age category.

Table XVII shows that most of the interns were in the thirty-one to thirty-five age category followed by the twenty-six to thirty bracket. Only nine were under twenty-six years of age while fourteen were older than forty-one.

Twenty-two of the twenty-eight universities responding had interns placed who were in the age category of twenty-six to thirty, while twenty-one universities had interns between the ages of thirty-one and thirty-five. Six had interns who were under thirty and eight reported having interns older than forty-one years of age.

The question was also asked, "Could you make any generalizations about the minimum, maximum and optimum age for a candidate for an internship?" Twelve supervisors said they could not make any such generalizations and three did not respond. The other eighteen gave a variety of answers. One gave age twenty-four as the minimum age, four said twenty-five and four said thirty. Three listed age forty-five as maximum, three listed age forty, one said thirty-seven, three said thirty-five and one would not have a maximum age.

Very few supervisors gave their opinions on the optimum age for an intern. One said twenty-five to thirty, another listed late twenties to early thirties, a third preferred age thirty-two while another simply said the younger the better.

Two other persons seemed to sum up the feeling of the respondents by stating "a younger person" and "varies with position."

TABLE XVII

AGES OF THE ADMINISTRATIVE INTERNS
IN U.C.E.A. UNIVERSITIES

Age category ranges	Number of interns	Number of universities
41 and above	14	8
36-40	33	11
31-35	76	21
26-30	69	22
20-25	9	6
Total	201	68*

*Some universities reported interns in more than one age category

Prior Teaching Experience

Prior teaching experience of the interns varied from none to more than eleven years. A total of twenty-four university supervisors gave the specific teaching experience categories of their interns.

One university had one intern with no teaching experience, nine universities had twenty interns with one to three years prior teaching experience, nineteen listed fifty-nine interns with four to six years experience, fourteen had sixty-two with seven to ten years experience and nine had thirty-two interns with eleven or more years of teaching experience. The answers from six universities were not usable because the respondents checked but did not list the ages of their interns while four did not answer the question. Most universities had interns in more than one age category. Table XVIII shows the ranges in years of prior teaching experience of the interns.

The supervisors were also asked if they could make any generalizations about the minimum, maximum and optimum amounts of teaching experience an intern should have prior to his internship. Four did not answer the question, and seven said they could make no such generalizations. One said teaching was not important while another thought teaching experience was not necessary. One said one year's teaching experience was needed as a minimum, four said two years while four also believed that three years experience was the necessary minimum. Two listed four years as their preference. One person had a different minimum for a building level internship (two years) from that of a central office internship (five years).

Two supervisors listed a maximum of five years teaching experience, one said ten years while another thought that twelve years should be a maximum. One respondent simply said "not too many years maximum" while still another would set no maximum.

Even fewer supervisors specified an optimum age. One listed five to seven years experience, two said five years while another said seven to ten years was an optimum amount.

One respondent said that the age of the intern depended on the individual case while one said "enough so he can be certified as a principal after the internship."

TABLE XVIII

PRIOR TEACHING EXPERIENCE OF ADMINISTRATIVE INTERNS IN U.C.E.A. UNIVERSITIES

Range in years of teaching experience	Number of interns	Number of universities
11 and above	32	9
7-10	62	14
4-6	59	19
1-3	20	9
0	1	1
Total	174	52*

*Some universities reported interns in more than one category

Prior Administrative Experience

The supervisors were also asked to list the amount of prior administrative experience of their present interns. In three cases the answers were not usable while four did not answer the question. The administrative experience of the interns for the remaining

twenty-seven universities (some of whom had interns in more than one category) is shown in Table XIX.

Most of the interns had no prior administrative experience. Twenty-six universities reported a total of one hundred fifty-three interns without any such prior experience. Two universities did, however, report a total of seven interns with between seven and ten years of prior experience as an administrator.

The supervisors were asked if they could make any generalizations about the minimum, maximum, and optimum amounts of prior administrative experience an intern should have. Their responses generally seemed to follow the practice listed above. Six could make no generalizations or had no prior administrative experience, four stated little or none, while four said there should be little or limited experience and those with experience should be changing types of careers. One man preferred no experience at the elementary and secondary school levels but did want interns for central office positions to have two years of experience. Two others said the amount of experience depended on the specialization level. One listed one year's experience as a maximum, two said the amount of experience depended on the individual case, and two thought that experience was not required and that the amount desired depended on the individual assignment. One said that administrative experience wasn't necessary but those who had such experience were given more sophisticated responsibility.

TABLE XIX

PRIOR ADMINISTRATIVE EXPERIENCE OF ADMINISTRATIVE INTERNS IN U.C.E.A. UNIVERSITIES

Range in years of administrative experience	Number of interns	Number of universities
11+	0	0
7-10	7	2
4-6	22	6
1-3	26	9
0	153	26
Total	208	43*

*Some universities reported interns in more than one category

Salaries of Interns

Table XX shows that most of the interns placed during the 1967-68 school year were paid by the school district on the basis of the teacher's salary schedule, with sixteen of the thirty-four districts checking that category. Five said that the pay came from the district from a combination of teacher's salary schedule and administrator's salary schedules. Two said their interns received no pay while in one case the salary was paid by the university. The answer was not usable from one university. The "other" category shown in the table refers to the following specific answers: one university reported that its interns were paid by a combination

of district and the National Association of Secondary School Principals; two used a combination of district teacher's salary and no pay; in one case the salary was paid by a foundation and in another by a development association; one utilized three methods - by the district on teachers salary schedule, by the district on administrators salary schedule and by a combination of school district and university; another utilized the school district teachers salary schedule and a combination of school district and university; a third used a combination of no pay, school district and grants; while a fourth made use of a combination of no pay and school district administrators salary schedule.

When asked on what basis and by whom they thought the interns should be paid, the thirty-three university supervisors who responded answered as follows: eleven said the school district should pay the intern but did not specify the method; eight said the intern should be paid by the district on the teachers salary schedule; one preferred the pay to come from the district on the administrators salary schedule; two said the employing agency which employed the interns should pay them; four felt the university should pay the interns; and one felt they should receive no pay. The other category in the table consists of the following answers: two indicated a preference for a combination of school district and the state; two preferred a combination of school district teachers salary and university; one felt that the state should pay at least in part and one said they should be paid by a combination of school district, university, and outside funds.

TABLE XX

A COMPARISON OF THE SUPERVISORS' OPINIONS OF THE ACTUAL AND DESIRABLE SALARY SOURCE AND BASIS FOR ADMINISTRATIVE INTERNS

Salary source and basis	Number of universities utilizing source and basis of pay	Number of university supervisors indicating the source and basis of pay which should be used
School district on teacher's salary schedule	16	8
School district on administrator's salary schedule	0	1
School district (combination of teacher's & administrator's salary schedule)	5	0
School district (no specification in regard to basis)	0	11
Employing agency	0	2
No pay	2	1
University	1	4
No answer or answer not usable	1	1
Other	9	6
Total	34	34

Internship in Own School District

Table XXI shows that in eighteen universities a student was permitted to take an internship in his own school district, while in nine he was not. Six gave permission to do so but said that it rarely happened, while one said it was permitted but not encouraged. Thus, it was possible for students in twenty-five universities to take an internship in their own school districts and not possible in nine.

TABLE XXI

THE STATUS OF THE PRACTICE OF PERMITTING A STUDENT TO INTERN IN HIS OWN SCHOOL DISTRICT

Status of permitting internship in own school district	Number of universities
Permitted	18
Permitted but rarely happens	6
Permitted but not encouraged	1
Not permitted	9
Total	34

When asked how they felt about a student taking his internship in his own school district, three supervisors recommended it, fourteen didn't recommend it and seventeen said it depended on the individual case. These answers can be seen in Table XXII.

TABLE XXII

UNIVERSITY SUPERVISORS' IMPRESSIONS ABOUT A STUDENT TAKING AN INTERNSHIP IN HIS OWN SCHOOL DISTRICT

Impressions of university supervisors about an internship in own school district	Number of university supervisors
Recommend	3
Don't recommend	14
Depends on individual case	17
Total	34

Employment in District Following Internship

As can be seen in Table XXIII, twenty-nine universities permitted a school district to employ an intern after he had completed an internship in that district. In one other university it was permitted but had not been done, while in another it was permitted but rarely done. Only three university supervisors said that school districts were not permitted to employ an intern after he had completed his internship there and in two of the three cases exceptions had been made. Perhaps two comments from supervisors help explain why the practice of permission was so prevalent - "could we prevent it" and "they do it anyway, there is no way to control it."

TABLE XXIII

THE STATUS OF THE PRACTICE OF PERMITTING EMPLOYMENT IN A SCHOOL DISTRICT FOLLOWING AN INTERNSHIP IN THAT DISTRICT AS REPORTED BY U.C.E.A. UNIVERSITIES

Status of employment following an internship in the school district	Number of universities
Permitted	29
Permitted but had not been done	1
Permitted but rarely done	1
Not permitted	3
Total	34

When asked to give their opinion as to whether or not a school district should be permitted to employ an intern after he had completed his internship in that district, twelve supervisors recommended it, four didn't recommend it and eighteen said it depended on the individual case. Table XXIV shows this information. Reasons given for recommending the practice were: "student had been carefully selected for the district as an intern and employment would be a natural consequence," "hiring can meet the needs of both the intern and the district," and "it's a way to get districts involved in the program."

Reasons why the practice wasn't recommended included: "has bad reaction on local staff and is not good for the intern if he is

to be a change agent," "role conflict will be hard to overcome," "superior will be more open to the intern if he knows he will not hire him permanently."

TABLE XXIV

UNIVERSITY SUPERVISORS' IMPRESSIONS ABOUT EMPLOYMENT IN A SCHOOL DISTRICT FOLLOWING AN INTERNSHIP IN THAT SCHOOL DISTRICT

Impressions of university supervisors about employment in district where internship was served	Number of university supervisors
Recommend	12
Don't recommend	4
Depends on individual case	18
Total	34

Internship Count Toward Meeting Residency Requirement

Thirteen university supervisors reported that in their programs the internship counted toward meeting the residency requirement. Twenty stated that it did not count, and one indicated that it counted for part-time interns only as shown in Table XXV.

TABLE XXV

THE RELATIONSHIP BETWEEN THE INTERNSHIP AND RESIDENCY REQUIREMENTS

Relationship of internship to residency	Number of universities
Internship counts toward meeting residency requirements	13
Internship does not count toward meeting residency requirements	20
Internship counts toward meeting residency requirements for part-time students	1
Total	34

When asked if they believed that the internship should count toward meeting the student's residency requirement, thirteen supervisors said yes and seventeen said no as can be seen in Table XXVI. One didn't know, another wrote yes and no, one didn't answer, and one answer was not clear.

Reasons which were given in favor of counting the internship toward meeting the residency included: "may be more valuable than courses," "it is full-time study the way we operate it," "part of the students program is directed study," and "it assumes a close contact with the intern and his assignment."

Those not in favor said: "they don't serve the same purpose,"

"internship is off-campus full-time while residency is on-campus full-time," "residency means academic work," "purposes are opposite," "residency is necessary for other aspects of his preparation."

TABLE XXVI

SUPERVISORS' OPINIONS ABOUT THE RELATIONSHIP BETWEEN THE INTERNSHIP AND RESIDENCY REQUIREMENTS

Opinions about the relationship of internship to residency	Number of supervisors
Internship should count toward meeting residency requirement	13
Internship should not count toward meeting residency requirement	17
Don't know	1
Answer not clear	1
Yes and no	1
No answer	1
Total	34

Number of Group Meetings or Seminars with Interns

Most universities bring their interns together for group meetings or seminars each semester. Twenty-eight supervisors indicated they had seminar meetings while six did not have such meetings. There was little commonality in the number of seminars which were held. Table XXVII on page 47 shows that the range was from none per semester to forty-five per semester. Four per semester was the most common

number with eight universities reporting such practice. Other answers were scattered primarily between one and sixteen meetings per semester and with no more than two universities in agreement on any number with the one exception that five universities held fifteen seminars per semester. In addition to the six supervisors whose universities held no seminars, no answer was received by three and several others were indefinite in their answers to the question.

Supervisors showed little agreement on the number of seminars which they thought should be held each semester. Six supervisors preferred four seminars per semester for their interns, five wanted fifteen and three suggested eight, three, and two meetings respectively. Four did not state their preference and the other answers were widely scattered.

TABLE XXVII

A COMPARISON OF THE UNIVERSITY SUPERVISORS' OPINIONS OF THE ACTUAL AND DESIRABLE NUMBER OF SEMINARS PER SEMESTERS FOR ADMINISTRATIVE INTERNS IN U.C.E.A. UNIVERSITIES

Number of seminars per semester	Number of university supervisors reporting actual practice	Number of university supervisors reporting desirable practice
45	1	1
16	1	0
15	5	5
12	1	0
10	0	1
8	0	3
6	1	1
5	1	0
4	8	6
3	2	3
2	2	3
1	1	1
0	6	0
Varies	1	2
Depends on objectives	0	1
Enough to do the job	0	1
Answer not clear	1	2
No answer	3	4
Total	34	34

Credit per Semester Given for Internship

Thirty-three supervisors indicated that their interns received university credit for the internship experience, while only one stated that the practice wasn't true in his university.

Table XXVIII shows the amount of credit given for the internship per semester and the amount of credit thought to be desirable for the experience. In those cases where credit was listed in terms of quarter hours, it was converted to semester hours. A total of ten supervisors did not list a specific amount of credit given for the internship while the answer to the question was not clear from two universities. Twelve of the twenty-two who listed a specific credit amount showed that their university gave three credits per semester for the internship with the remainder ranging from no credit to ten credits per semester.

Ten supervisors thought that three credits was the desirable amount for the internship and six recommended six credits. Seven felt that the amount of credit should be based on the type of experience and the kind of assignment the particular internship afforded. One didn't think any credit should be given for the experience.

TABLE XXVIII

A COMPARISON OF THE UNIVERSITY SUPERVISORS' OPINIONS ABOUT THE ACTUAL AND DESIRABLE AMOUNT OF CREDIT PER SEMESTER FOR THE INTERNSHIP IN U.C.E.A. UNIVERSITIES

Credit per semester*	Number of universities giving credit	Number of university supervisors indicating desirable credit
15	0	1
10	1	1
8	1	2
6	3	6
4	1	0
3	12	10
2	2	0
1	1	1
0	1	1
Varied with type of experience & type of assignment	5	7
Undecided	0	2
Answer not clear	2	0
Hours not specified	5	0
No answer	0	1
Total	34	34

*Included quarter hours converted to semester hours

Supervisory Visits

All thirty-four supervisors indicated that on-the-job supervisory visits of the intern were made annually by university personnel.

Table XXIX shows that there was quite a spread in the number of supervisory visits per year in actual practice in 1967-68 as well as in the number which was considered desirable. The range in both categories was from two to eighteen supervisory visits. Twenty-three of the thirty-four supervisors made between four and nine visits, while twenty listed four to nine as the desirable number of visitations. Nine supervisors made four visits and six made nine or approximately one per month whereas five supervisors considered four visits as the desirable number and nine voted for nine on-the-job visitations. Seven supervisors said that the number of visits which should be made varied and depended upon the situation.

TABLE XXIX

A COMPARISON OF THE UNIVERSITY SUPERVISORS' OPINIONS ABOUT THE ACTUAL AND DESIRABLE NUMBER OF ANNUAL SUPERVISORY VISITS OF ADMINISTRATIVE INTERNS

Number of visits per year	Number of universities reporting practice	Number of university supervisors reporting desirable practice
18	1	1
16	1	0
9	6	9
8	2	2
7	1	0
6	3	2
5	2	2
4	9	5
3	2	1
2	3	3
Varies-depends on situation	2	7
Don't know	0	2
No answer	2	0
Total	34	34

Major Successes of Internship Program

The university supervisors were asked what they considered to be the major successes of the internship program at their universities. Table XXX shows that their responses are quite varied. The highest number of supervisors (7) considered the major success of the program to be the opportunity for the intern to move to good positions and to career leadership responsibilities. Most of the responses indicated the value of the internship to the individual student, with values to the university and the cooperating agency also mentioned but with less frequency. A number of the university supervisors gave more than one response to the question.

Several supervisors also gave a reason for their answer. The visibility of the interns and the experience he obtained were considered reasons why he was able to move to good positions and to career leadership responsibilities. The internship helped blend theory and practice because it was the development of a field experience which complemented course works.

The reason given as to why the internship provided good practical training was that it provided administrative experience to inexperienced,high ability persons under controlled conditions.

TABLE XXX

MAJOR SUCCESSES OF THE INTERNSHIP PROGRAM AS REPORTED BY U.C.E.A. UNIVERSITY SUPERVISORS

Major successes of internship program	Number of supervisors
Intern is able to move to good positions and to career leadership responsibilities	7
Cooperation of all concerned	5
A contact with various school districts is established through the internship which helps improve university-school district relationships	5
Selection of capable people for the internship	4
Internship helps blend theory and practice	4
Internship provides good practical training	4
Internship establishes cooperation and assistance of field supervisors who understand and appreciate the concept	3
Internship provides a plan for the individual student and his growth	2
Internship provides a supervised on-the-job experience	2
Intern gets knowledge of the total school system	2
The aid the young people give schools	2
The intern is provided with the highlight of his degree program if it is a good experience	1
Willingness of good school districts to take interns because of the history of good candidates	1
Seminars	1
It has drawn outstanding students to the program	1
The advantages to school, student, university, and profession	1
No claim of success is made at present but we are working on it	1
No answer	2
Total	48*

*Some supervisors gave more than one answer.

Major Problems of the Internship Program

Thirty-two university supervisors responded when asked what they considered to be the major problems connected with the internship program in their universities. The tabulation of their responses can be seen in Table XXXI. Several supervisors gave more than one answer to the question and a few wrote in their reasons for their answers.

The lack of time to devote to the program was listed as the major problem by eleven supervisors. This included staff time to provide not only adequate supervision to the program but adequate promotion as well. Six supervisors considered finding proper placement for their interns to be their major problem. The reason given was that there were not enough interested systems ready for interns. Six supervisors also said that finding enough qualified interns was their major problem and that requests for interns exceeded the supply. The remainder of the answers were quite diverse.

TABLE XXXI

MAJOR PROBLEMS OF THE INTERNSHIP PROGRAM AS REPORTED BY U.C.E.A. UNIVERSITY SUPERVISORS

Major problems of the internship program	Number of supervisors
Time	11
Finding enough qualified interns	6
Finding proper placement	6
Lack of adequate pay for interns	3
Type of tasks assigned to intern do not provide adequate experience	3
Lack of university resources to enlarge the program	2
No major problems	2
Students can get jobs without the internship and do not always see its value	1
It is difficult to apply academic theory in seminars to the practical problems of interns	1
Interns not living on campus have difficulty identifying as graduate students	1
Difficult to match interns with cooperating schools with problems of housing, moving, and evaluating one's degree plans	1
Distance and travel of interns	1
Coordination of conferences between busy people	1
Difficult to get good field supervision from research oriented professors in the university	1
Preparing program in advance of school budget	1
When the school districts have financial problems the internship program gets cut	1
Internship has not been closely related to the advanced degree being sought	1
No answer	2
Total	45*

*Some supervisors gave more than one answer

Why the Number of Interns Has Been Small

The university supervisors were asked why their universities didn't have a greater number of students placed in internships in relation to the total number of students in their graduate programs. The responses of the thirty-three supervisors (some of whom gave more than one reason) who answered the question are given in Table XXXII.

Eight supervisors said that the resistance of school districts to pay interns was the reason why more students hadn't been placed in internships. Three others simply wrote the word financial in response to the question. Lack of staff time to sell the program was listed as a reason by five university supervisors.

The responses from a number of supervisors seemed to point to the students themselves as the reason why the number of interns hadn't been larger. Five supervisors said that most students already had too much administrative experience to benefit from an internship. Four supervisors stated that students could get jobs without an internship and couldn't always see its value. Two respondents wrote that the internship hadn't been recommended for all students while two others indicated that the internship program had not been accepted by students. The remainder of the responses were widely distributed over a number of reasons.

TABLE XXXII

REASONS WHY THE NUMBER OF STUDENTS IN INTERNSHIP PROGRAMS HAS BEEN SMALL AS REPORTED BY U.C.E.A. UNIVERSITY SUPERVISORS

Reasons why number of interns has been small	Number of university supervisors
Resistance of districts to pay interns	8
Lack of staff time to sell the program	5
Most students already have too much administrative experience to benefit from an internship	5
Students can get jobs without an internship and do not always see its value	4
Financial	3
Lack of residency requirement	2
It hasn't been recommended for all	2
The internship is required of all students, therefore the number is related to the numbers and progress of students in the department	2
The internship program is not accepted by students	2
It is not a problem because the state certification requires it	2
Lack of staff commitment	1
Districts have an oversupply of personnel with administrative credentials and can get administrators without internships	1
The university has not pushed the program due to the supervision responsibility and the higher priority being given to other aspects	1
The lack of a sufficient number of high quality internship opportunities within responsible distance from the university	1
Not enough placement opportunities	1
Professors don't have the confidence of practicing administrators	1
Course taking is easier. Until the internship is made mandatory, it will remain small.	1

TABLE XXXII (Continued)

Reasons why number of interns has been small	Number of university supervisors
Interdisciplinary educational administration curriculum makes a heavy academic load	1
Certification requirements limit somewhat	1
Hard to disrupt careers	1
Hard for student to finance other time of doctoral program	1
Our internship program is not particularly small	1
No answer	1
Total	48*

*Some supervisors gave more than one answer

The Internship as a Requirement for all Graduate Students

The university supervisors were asked for their belief as to whether or not an internship should be required of all graduate students in educational administration. As shown in Table XXXIII exactly half (17) of the supervisors disagreed with the concept. Five supervisors indicated agreement while most of the others qualified their answers for a variety of reasons.

TABLE XXXIII

THE REACTIONS OF U.C.E.A. UNIVERSITY SUPERVISORS TOWARD MAKING THE INTERNSHIP A REQUIREMENT FOR ALL GRADUATE STUDENTS

Reactions of supervisors toward making the internship a requirement for all graduate students	Number of supervisors reporting
Disagree	17
Agree	5
Agree unless the person has had administrative experience	4
Would like to require it for all but haven't worked out financial support	2
Agree with the idea but it is impractical because of lack of money and lack of placement opportunities	1
Agree for Ed.D. but not for Ph.D. students	1
It should be required in many cases	1
Agree but probably not possible	1
Agree as a requirement for those who need it but not for all	1
Mixed emotions	1
Total	34

The supervisors were also asked whether or not their universities planned to make such a requirement mandatory for all graduate students in the foreseeable future. Table XXXIV shows that five universities require the internship for all graduate students at the present time, while nineteen of the universities neither have the requirement now nor plan to make it a requirement for all students in the foreseeable future. No answer was received from ten universities.

A number of university supervisors also wrote the reason for their answers. Two stated that state certification required the internship now, and one felt that an opportunity for an administrator to apply his theory was necessary before he had full responsibility. Eleven of those whose universities were not planning to make the internship a requirement for all students said that the needs of students vary and that some had prior administrative experience and the internship would only replicate it. Two others said there was not enough financial support while another wrote that the inter-disciplinary curriculum made a very heavy load now.

TABLE XXXIV

THE PLANS OF U.C.E.A. UNIVERSITIES TO MAKE ADMINISTRATIVE INTERNSHIP A REQUIREMENT FOR ALL GRADUATE STUDENTS

University plans regarding the requirement of an administrative internship	Number of universities
The university requires the internship for all graduate students now	5
The university does not plan to make the internship a requirement at all	19
No answer	10
Total	34

Experiences Other Than Internships Which Were Provided to Help Relate Theory to Practice

The university supervisors of the internship program were asked to check or list the types of experiences other than the internship which were provided by their universities to help educational administrative students relate theory to practice. As shown in Table XXXV, thirty-three supervisors checked the category of field experiences such as surveys and practicums, thirty-one supervisors checked the use of simulated materials, and the seventeen supervisors who checked other listed a variety of other experiences. A number of supervisors checked more than one category.

TABLE XXXV

EXPERIENCES OTHER THAN THE INTERNSHIP PROVIDED BY U.C.E.A. UNIVERSITIES TO HELP RELATE THEORY TO PRACTICE

Type of experience provided to relate theory to practice	Number of universities providing experience
Field experiences such as surveys and practicums	33
Use of simulated materials	31
Assistantships	3
Case studies	2
Fellowships	1
Colloquiums applying the insights of behavioral scientists to the problems of a real school district	1
Apprenticeships (similar to internships but usually one semester in length and without financial support)	1
Accreditation visits	1
Research in school organizations	1
Work with Title IV Retional Laboratories	1
Observations by classes	1
Field lectures with studies of special problems	1
Work with school study council	1
Video-type of board meetings, negotiating councils and teacher behavior	1
Role playing, problems, and case analysis	1
Bringing in consultants from area school districts	1
Class activities	1
Total	82*

*Some listed more than one type of experience

Experiences Which Should Be Provided to Help Students of Educational Administration Relate Theory to Practice

The university supervisors were requested to list the types of experiences which their universities should provide to help educational administration students relate theory to practice. Six supervisors did not respond to the question. A number of twenty-eight supervisors who did respond gave more than one answer as is seen in Table XXXVI. Fifteen supervisors mentioned use of simulated materials as a type of experience which should be provided. Fifteen also wrote in internships as their answer to the question while fourteen felt that experiences such as surveys and practicums should be provided. The other answers were widely distributed over a number of experiences.

TABLE XXXVI

EXPERIENCES WHICH SUPERVISORS BELIEVE A UNIVERSITY SHOULD PROVIDE TO HELP EDUCATIONAL ADMINISTRATION STUDENTS RELATE THEORY TO PRACTICE

Type of experiences which should be provided to relate theory to practice	Number of university supervisors
Use of simulated materials	15
Internships	15
Field experiences such as surveys, practicums	14
Case studies	3
Field trips	2
Wide range of experiences both on and off-campus	1
Organizational studies and evaluations	1
Apprenticeships	1
Small seminars	1
Departmental assistantships	1
All types and look for new ones	1
Practical on-the-job experiences as closely related as possible to the students goals	1
Survey teams	1
Field studies	1
Accreditation visits	1
Research in school organizations	1

TABLE XXXVI (Continued)

Type of experiences which should be provided to relate theory to practice	Number of university supervisors
Administrative laboratories	1
Interdisciplinary seminars	1
Prior administrative experience	1
Consultants from area school districts should meet with students	1
All should have internships and other field experiences	1
Have actual theory classes with real discussions from observations and simulation cases	1
Must deliberately relate theory to practice	1
No answer	6
Total	73*

*Some listed more than one type of experience

Administrative Experience as a Degree Requirement

Table XXXVII shows a summary of university requirements in U.C.E.A. Institutions in regard to actual administrative experience prior to granting a graduate degree. At the master's degree level only three universities required administrative experience, twenty-three had no such requirement, four did not have a master's degree program for school administrators and no answer was received in four cases.

For the Certificate of Advanced Graduate Study, twelve universities required prior administrative experience, sixteen did not, two had no program and our did not respond.

For the doctorate, twelve universities required prior administrative experience, eighteen did not and two did not respond. In two universities prior administrative experience was required for the Ed.D. but not for the Ph.D.

When the answers were totaled for all graduate degree programs, fifty-seven universities did not require administrative experience while twenty-seven did have such a requirement.

TABLE XXXVII

ADMINISTRATIVE EXPERIENCE AS A DEGREE REQUIREMENT
IN U.C.E.A. UNIVERSITIES

Administrative experience	master's degree	sixth year	doctoral degree	Total
Requirement	3	12	12	27
Don't require	23	16	18	57
No program	4	2		6
No answer	4	4	2	10
Other	0	0	2*	2
Total	34	34	34	102

*Required for Ed.D. but not for Ph.D.

The university supervisors were also asked for their thinking about requiring actual administrative experience before the granting of a degree. Their responses showed quite a difference of opinion as can be seen in Table XXXVIII. Eight supervisors stated that such experience should be required, four felt that a student should have actual administrative experience before being granted a doctorate and one respondent would make such a requirement for the Certificate of Advanced Graduate Study. Some reasons which were given for their beliefs that such a requirement was appropriate included: "one learns best through experience," "it makes advanced graduate work more meaningful," "doctoral product should have practical experience and academic knowledge when he emerges."

Four respondents said that such experience should not be required prior to the granting of a degree. One of the four who opposed the requirement stated that it was not an appropriate requirement for the granting of a degree.

Two supervisors felt that the internship satisfied the requirement and another said that doctoral and certificate students should have actual experience or the internship. One man said that students should have reality tests.

Four respondents indicated that it depended on the individual case, three had mixed feelings and six did not answer the question.

TABLE XXXVIII

OPINIONS OF U.C.E.A. INTERN SUPERVISORS IN REGARD TO THE REQUIREMENT OF ACTUAL ADMINISTRATIVE EXPERIENCE PRIOR TO THE GRANTING OF A DEGREE

Opinions of U.C.E.A. supervisors about the requirement of administrative experience	Number of supervisors
Actual administrative experience should be required before the granting of a degree	8
Actual administrative experience should not be required before the granting of a degree	4
Doctor's degree should have the requirement	4
Internship or actual experience should be required at the doctoral level	1
Internship satisfies the requirement	1
Doctoral and Certificate students should have the requirement or the internship	1
Certificate students must have it	1
Students should have reality tests	1
Mixed feelings	3
Depends on individual case	4
No answer	6
Total	34

Requirements for Provisional State Certification

The supervisors were asked to check what experiences they thought should be required for provisional state certification as an educational administrator. Table XXXIX shows their responses. Respondents in some cases checked more than one type of experience. The internship experience was checked by more supervisors (14) than any other experience while nine checked field experience in an area such as Practicum or School Survey and six checked actual job experience as a requirement. Nine supervisors didn't think that such experiences were necessary for provisional certification.

TABLE XXXIX

OPINIONS OF U.C.E.A. INTERN SUPERVISORS CONCERNING THE REQUIREMENTS FOR PROVISIONAL STATE CERTIFICATION AS AN EDUCATIONAL ADMINISTRATOR

Experiences which should be required for provisional state certification as an educational administrator	Number of supervisors
Internship	14
Field experience in an area such as Practicum or School Survey	9
Actual job experience	6
Experience in use of simulated materials	3
Such experiences are not necessary for provisional state certification as an educational administrator	9
University should make the judgment	1
Depends on individual case	1
Not in favor of provisional certification	1
Answer not clear	2
No answer	2
Total	48*

*Some checked or listed more than one experience

Extent and Importance of the Internship in the Future

When asked to comment about the future of the internship in graduate programs for educational administrators on a national

basis, the university supervisors seemed quite optimistic. As shown in Table XL, fourteen supervisors predicted greater importance and five predicted growth of the program. Four supervisors foresaw a more specialized role for the program. One saw the state department playing a greater role. One respondent simply said it will be continued while four qualified their answers. Two predicted little change and three did not respond to the question. No one predicted a role of lesser importance on the national scene.

Several supervisors gave reasons for their responses. Four who foresaw a role of greater importance for the internship in the future, said that state certification would be a major cause. One thought the internship should become the major emphasis, while another said it would become more important if in-service programs mature and he gave the AASA Academy as an indication of this direction.

TABLE XL

UNIVERSITY SUPERVISORS COMMENTS REGARDING THE EXTENT AND IMPORTANCE OF THE ADMINISTRATIVE INTERNSHIP IN THE FUTURE

Supervisors' comments about the future of the administrative internship	Number of supervisors reporting
Greater importance	14
Will grow	2
Slow growth but important	3
Will be carried out to meet specific needs of some students	4
Will be continued	1
State department will play a leading role	1
May become better recognized	1
Depends on better financial support	2
Maybe it will grow, but senior professors by and large don't like to supervise interns	1
Little change	2
Lesser importance	0
No answer	3
Total	34

Provisions for Relating Theory to Practice in New Graduate Programs

The supervisors were asked the following: If you were starting a new graduate program in educational administration, what provisions would you make for relating theory to practical experiences for your students? What would you do specifically to improve the internship program? Please explain your answer.

This was the last question on the questionnaire to supervisors of intern programs. Perhaps this fact, coupled with the difficulty of the question, cut down the inclination to answer, for thirteen gave no answer and two said it was too difficult to answer briefly. One other said it varied so much from student to student. The remaining eighteen supervisors gave answers which were quite divergent. Rather than making any attempt to categorize the responses they are listed below as written by the supervisors.

"Internships"

"Internships for selected students"

"More effort to compensate for internship work"

"Seek sufficient financial assistance to insure supply of interns"

"Internships with substantial orientation seminars"

"Provide budget for improving the quality of the internship seminar - limit it to specialist or doctoral candidates late in the program"

"Continue most practices of NASSP program"

"Pattern of NASSP is good, but experiences at various levels of administration for shorter periods would also be helpful"

"Internships, field studies, case studies"

"Internships or administrative experience"

"Internships, simulation, interdisciplinary seminars, and field research"

"Internships and field experiences financed properly"

"Internships, field experiences in practicum and school survey, actual job experience"

"Work in groups - application of social and behavioral sciences at practical level"

"More emphasis on in-service"

"Firm basis in theory - gained in Schools of Education and Behavior Sciences"

"Field experiences such as surveys, practicums, use of simulated materials and consultants from area school districts"

"More simulation"

"Regional seminars"

"More visitations and seminars"

"Seminars for all, workshops for same with specific objectives of relating theory to practice. Administration professors must be the bridge - then use techniques possible to accomplish this"

"More interaction between professors and practicing administrators"

The last comment was made by two supervisors. All the other comments were made by a single respondent. Several of the nineteen supervisors quoted made more than one comment.

CHAPTER III

U.C.E.A. UNIVERSITIES WITHOUT INTERNSHIP OPPORTUNITIES

Eight of the fifty-three U.C.E.A. universities in the United States did not provide an internship opportunity as part of their graduate program in 1967-68. Seven of the eight returned Form A of the questionnaire.

Four of the seven indicated that they had at some time in the past included the internship as a field experience opportunity while three said they had not. Of the four universities which had discontinued the program, one had had a total of four interns, another five, a third ten to fifteen, while the fourth said they had not had any interns officially, but had "bootlegged the internship under another number." The internship had been offered for a range of from two to fifteen years in the four universities.

The reasons given for dropping the program in the four universities were: "the budget was cut by the cooperating school district," "the nature of the students had changed so that the program was not necessary for all students," "there had been insufficient interest by applicants," "the program was too time consuming and had encountered administrative operational difficulties."

Six of the seven universities responded when asked if they offered any field experiences for graduate students in educational administration. One stated that their only offering was very limited and only on an informal basis with individual professors.

The other five institutions felt that they made rather elaborate provisions for field experience opportunities. These experiences included: school surveys, field trips to schools engaged in innovation, work with Educational Research and Service Bureaus, school board in-service training activities, school study councils, and consultants to various title III projects. All six made use of U.C.E.A. simulated materials in their graduate classes.

When asked to list the major obstacles to the inclusion of an administrative internship program, three of the seven respondents felt that supervision of the intern was a problem. The cost of the program was a concern to two universities. Other obstacles listed were: the amount of staff time necessary to locate appropriate host schools, prior practical experience level of the students made internships unnecessary, and the difficulty encountered in attempting to raise an internship from a low level administrative experience to one of significance.

All seven universities said they had plans to include the administrative internship as an opportunity for their graduate students within the next five years. Three of the seven specifically planned to incorporate the internship into their program next year while two were more general. One indicated that the opportunity was presently available for the right kind of student. One respondent qualified his answer to "perhaps; if we develop a training program for younger administrative prospects."

None of the seven required students to have actual administrative experience prior to the granting of a master's degree in educational administration. Three required actual administrative experience before granting a certificate of advanced graduate study with a major in educational administration while four did not. For the doctoral candidates in educational administration, two universities required administrative experience prior to the granting of a degree and five did not.

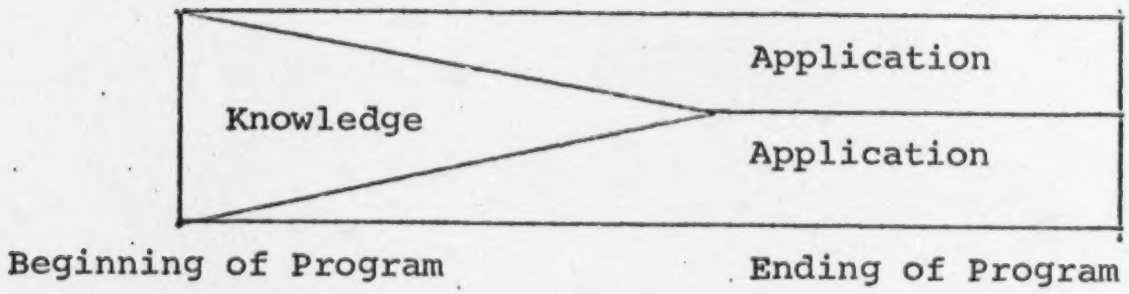
Three respondents of the seven felt that an internship should be required for provisional state certification as an educational administrator. Three listed field experiences such as Practicum or School Survey and two checked actual job experience as needed requirements for certification as an administrator. No one checked experience in the use of simulated materials as a certification requirement. Two felt that these kinds of experiences were not necessary for provisional experience as an educational administrator.

Three university representatives stated that they forwsaw the internship becoming more widely used and of greater importance in future graduate education programs for educational administrators on a national basis, while one felt they would not flourish even though they seemed to be helpful. One foresaw slow development because of staff reluctance to devote time to the internship unless expenses incurred were paid and time was computed as part

of the work load. The other two universities foresaw modifications of the program or new types of programs. These new internship opportunities included Title III and Title IV (ESEA) agencies, governmental agencies such as CAP, Headstart, City Manager's office and state level agencies. The modification foreseen was in terms of a decrease of time involved in favor of micro or many internships focusing upon an intensified experience.

The seven respondents were unanimous in their agreement that new graduate programs should make provision for relating theory to practical experience for their students. They stressed that more laboratory situations or field experience needed to be provided, with funds allocated for this work just as is done in the sciences. They said that major professors should be provided with assistants so some time could be given to this facet of the program. There was also considerable agreement that the curriculum should be restricted around concepts and field experiences with library materials becoming aids rather than ends. The consensus was in favor of incorporating some sort of internship as an integral part of any realistic experience but that it should be different and more imaginative than it is today.

The emphasis upon the need for an increase in practical experience was a striking finding among the respondents. One professor seemed to sum up the attitude very well with this diagram showing the relationship of practical experience to the total training program.



It seems logical that advanced students in educational administration should concentrate on the more formal "book learning" at the beginning of their program, with more and more emphasis being given to application of that knowledge as the students approach the completion of their programs.

CHAPTER IV

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY OF FINDINGS IN U.C.E.A. UNIVERSITIES WHICH PROVIDE INTERNSHIP OPPORTUNITIES

1. The administrative internship opportunity was a part of the graduate program in 45 out of 53 U.C.E.A. universities in the United States during the 1967-68 school year.
2. Persons responsible for the administrative internship program in U.C.E.A. Universities usually held the rank of professor (16 of 33) or associate professor (12 of 33). Most had been responsible for the program for five years or less (22 of 30). The role of other members in the departments ranged from no participation to a helping role, but it appeared as though the main impetus for the program usually came from one person in each department.
3. Most (21 of 31) university supervisors spent between one and six hours per week working with the program. One respondent said he spent 35 - 40 hours per week with the internship. Most (25 of 33) received some credit toward their teaching load for their work with the internship. Half of those responding received the equivalent credit of at least one-fourth of their teaching load for their responsibilities with the internship program.

4. None of the university supervisors received extra compensation for work with the internship program. However, all but one of the supervisors received compensation for expenses incurred in their work with the internship program.
5. Most universities had a relatively small number of administrative interns during the 1967-68 school year. Half of those reporting had five or less while seventy-five percent (24) had no more than eight interns. The range was from none to thirty.
6. A large majority of the interns were doctoral candidates (177 of 252) while relatively few were enrolled in a master's degree program (31 of 252). Forty-three were in a sixth year or specialist program and one was in a post-doctoral program. It was possible for doctoral candidates to take an internship in all thirty-four universities while only seven offered the opportunity at the master's degree level. Twenty three universities permitted sixth year (specialist) students to become interns. Thirteen university supervisors said the doctoral level was the most appropriate academic level for an administrative intern. Twelve listed either sixth year or doctoral, one listed masters or doctoral, one said "any level," one said after 60 hours, while three felt that it depended on the background of the individual student and three opted for the level at which the student intended to terminate his program.

7. Twenty university supervisors reported that the percentage of graduate students who have participated in an administrative internship program has shown an increase over the past five years. The percentage remained about the same in twelve universities and decreased in two.
8. Twenty-three out of thirty-one of the university supervisors anticipated that the percentage of administrative interns in their graduate programs would shown an increase over the next five years. Not a single supervisor predicted a decrease but seven supervisors felt that the percentage would remain about the same, while one wasn't sure.
9. Most administrative interns during 1967-68 were placed in the central office of public schools (81) or in secondary schools (76). Elementary school placement ranked third (22) with higher education placements a close fourth (21). The university supervisors generally felt that the area which gave the best experience depended upon the individual students' needs and goals.
10. Twenty-three out of thirty-three of the university supervisors stated that their administrative internship programs

were for one school year. Three were for a semester, one was for a calendar year, while six others were varied in length. Twenty-four out of thirty-one university supervisors said that the length of the internship should be for one school year, three favored a semester and four others gave a variety of answers.

11. Twenty-nine out of thirty-four interns carried the official title "administrative intern." One had the title administrative assistant, another was called assistant principal, while the other three had various titles. Most (23 of 31) university supervisors felt that "administrative intern" was the most appropriate title, although four said that the title made little difference. One preferred the title administrative assistant, one favored assistant principal, two qualified their answers, and three gave no answer.

12. One hundred forty-five out of two hundred and one interns on whom such information was received were between the ages of twenty-six and thirty-five. Only nine were younger than twenty-six and fourteen older than forty-one.

13. A large majority (121 of 174) of the interns had between four and ten years of prior teaching experience. Thirty-two had eleven or more years experience and twenty-one had less than four. Most supervisors agreed that some teaching experience was important.

14. Most (153 of 208) of the interns had no prior administrative experience. Twenty-six had between one and three years experience, twenty-two had four to six years and seven had seven to ten years. The university supervisors generally stated that the intern should have little or no prior administrative experience.

15. In nearly all cases the intern received pay during his year of internship with the employing agency (school district) usually paying the salary. Nearly half of the university supervisors reported that their interns were paid by the school district based on the teachers' salary schedule. Most supervisors felt that the employing agency should pay the salary of the intern.

16. Most (25 out of 34) universities permitted a student to take an internship in his own school district. Quite a number of university supervisors (14 of 34) didn't recommend the practice but exactly half (17) said it depended on the individual case.

17. All but three of the universities permitted an intern to be employed by a school district following his internship in that district and exceptions had been made in two of those universities. Twelve of the university supervisors recommended the practice and most (18 of 34) said it depended on the individual case.

18. Although in most cases (20 of 34) the internship did not count toward a residency requirement, it did count toward meeting residency requirements in thirteen universities. The supervisors were split quite evenly in their belief as to whether the internship should count toward the residency (13 yes, 17 no).

19. A large majority (28 of 34) of the universities conducted group seminars each semester with their interns. There was little agreement, however, on the number which they held. The range was from one per semester to forty-five per semester. The university supervisors showed little agreement on the number that should be held.

20. All but one of the universities gave credit toward graduation for the internship. One third of the universities gave three credits per semester while the others ranged from none to ten hours per semester. There was little agreement among the supervisors as to how much credit should be given, though three credits per semester was again the most common amount recommended.

21. The university supervisors obviously considered on-the-job supervisory visits of the intern to be important since one hundred percent of them conducted such visits. There was no uniformity on the number of visits, however, with a range from two per year to eighteen per year. Slightly over one-fourth (9 of 34) made four visits per

year. There was also a wide variation in the number of visits which the supervisors thought should be made. The highest agreement among supervisors (9 of 34) was for nine visits per year, while (23 of 34) thought that between four and nine visits per year should be held. Most supervisors (20 of 34) agreed that the desirable number was between four and nine.

22. When university supervisors were asked to list what they considered to be major successes of their internship program, their answers reflected the advantages to the intern, school district, and university but no other pattern of major successes was discernable.

23. The three major problems experienced by supervisors were: time (11 of 32), finding proper placement (6 of 32), and finding enough qualified interns for the program (6 of 32).

24. When asked why the number of interns had not been greater in their university, almost one fourth of the supervisors (8 of 33) listed resistance of districts to pay interns, while lack of staff time was mentioned by five. Five also said that most students already have too much administrative experience to benefit from an internship.

25. Half (17 of 34) of the university supervisors disagreed with the concept that the internship should be required

of all graduate students in educational administration. Five supervisors argued that it should be required, while most of the others qualified their answer. It was a requirement for all such students in five universities but nineteen did not plan to make it a requirement in the foreseeable future.

26. The universities made great efforts to provide types of experiences other than the internship to help students relate theory to practice. All but one provided field experiences such as surveys and practicums. Simulated materials were utilized in all but three of the universities while fifteen other types of experiences were also mentioned. University supervisors mentioned most frequently internships, use of simulated materials and field experiences such as practicums and surveys as the three types which should be provided.(15 of 34 in each of the three categories)

27. Most universities did not require actual administrative experience prior to the granting of a degree although it was more frequently required at the sixth year (12 of 28) and doctoral levels (12 of 30) than at the masters degree level (3 of 26). The university supervisors reported mixed reactions about such a requirement although their responses were somewhat more in favor of the re-

quirement than against it.

28. University supervisors were far from showing agreement as to whether specific experiences should be required for provisional state certification as an educational administrator. The internship was the experience most frequently mentioned (14 of 32) but nine superviosrs indicated that field experiences should not be made mandatory for provisional state certification.

29. University supervisors were optimistic about the future of the administrative internship on a national basis. Most (22 of 31) foresaw at least some growth and increase in importance. While two supervisors predicted"little change," and two said the growth depended on better financial support; no one saw a role of lesser importance for the internship in future graduate programs throughout the nation. Four supervisors saw the internship as a vehicle to meet the specific needs of some students.

30. University supervisors (18 of 18 who answered the question) stated that provisions for relating theory to practical experiences would be included in any new graduate programs which they would start. The specific provisions for doing so, however, showed very little agreement.

II. SUMMARY OF FINDINGS IN U.C.E.A. UNIVERSITIES WHICH DID NOT PROVIDE ADMINISTRATIVE INTERNSHIP OPPORTUNITIES

1. The administrative internship opportunity was not a part of the graduate program in only eight of the fifty-three U.C.E.A. universities in the United States during the 1967-68 school year.
2. More than half (4 of 7) of the U.C.E.A. universities which did not provide an internship program and whose department chairman completed the questionnaire had had an internship program in the past but had dropped it. Two of the programs had been dropped because of a lack of need or interest on the part of the students, another because of a budget cut in the cooperating school district while time was a factor in the fourth university.
3. Most (5 of 6) universities without the internship made other rather elaborate provisions for field experience opportunities for their graduate students. All the respondents stressed the need to provide experiences for relating theory to practice.
4. Respondents felt that the major obstacles to the inclusion of an administrative internship program were supervision of the intern (3 of 7) and cost (2 of 7).
5. All seven universities had plans to include the administrative internship as an opportunity for their graduate students within the next five years. Three planned to initiate the program the very next year.

6. Most of the universities did not require actual administrative experience prior to the granting of a doctor's degree (5 of 7) or a specialist degree (4 of 7), while none of them required it for a master's degree.
7. Less than half (3 of 7) of the respondents stated that an internship should be required for provisional state certification as an educational administrator.
8. Three of the respondents saw the internship becoming more widely used and of greater importance in future graduate programs for educational administrators. One foresaw slow development, while another felt they would not flourish even though they seemed to be helpful. The other two respondents foresaw modifications of the program or new types of programs.
9. All seven respondents agreed that new graduate programs should make provision for relating theory to practical experience for their students.

III. CONCLUSIONS

1. In view of the fact that the administrative internship was a part of the graduate program offerings in the large majority of U.C.E.A. universities in 1967-68 and since 100 percent of the U.C.E.A. universities planned to include the internship within five years, it is safe to assume that the U.C.E.A. universities have considered the administrative internship to be an important offering of their graduate programs.
2. It is likely that the administrative internship program will be more successful when one member of the department of educational administration in each university has overall responsibility for the program.
3. The universities are probably right in assigning persons of high rank to supervise the administrative internship program since such supervision requires building and maintaining subtle relationships between the universities and the school districts.
4. It seems quite clear that an administrative internship program benefits the intern, the employing agency, and the university.
5. While the administrative internship should be provided in all training programs for administrators at the post-master's level, it appears that the internship should be only one of a variety of ways of providing field experiences for advanced educational administration students through which they may relate theory to practice.

6. It seems that the administrative internship should be provided by each university for a small number of advanced students who need a highly individualized in-depth field experience. For the large majority of the students, other forms of field experiences are probably more appropriate.
7. Although universities appear to be doing a commendable job in providing field experiences for graduate students in educational administration, more could probably be done in incorporating actual work experience as a part of the advisement program designed to meet individual needs.
8. More attention could be given to the recruitment and selection of young inexperienced individuals who appear to have the potential for developing into outstanding educational leaders and for whom the internship offers a medium for compressing needed field experiences.

IV. RECOMMENDATIONS

1. It is recommended that the opportunity to participate in an administrative internship program be provided in all universities with preparation programs for school administrators. Rather than being an opportunity or a requirement for all students, however, the internship should be designed for a small number of carefully selected students.
2. It is important that students who plan to take administrative positions have experiences in their training programs which help them relate theory to practice. Instead of requiring the internship of all students, however, a variety of field experiences should be provided to accomplish the purpose of relating theory to practice.
3. Universities should give more attention to the inclusion of an appropriate number and variety of field and job experiences in their advisement work with students. The appropriate types of experience which relate theory to practice should be tailored to the needs and goals of the individual student.
4. More young and promising individuals should be recruited and selected for graduate study in educational administration who have no prior administrative experience. For these individuals, the internship should be viewed as an essential part of the graduate program.

5. One staff member of professorial or associate professor rank should be assigned the responsibility for the administration and supervision of the administrative internship program in each university. He should be given credit toward his teaching load for his work with the internship and should receive compensation from the university for expenses related to the program.
6. It is recommended that a number of details of the administrative internship be adopted by universities. These are that the internship:

. be restricted to doctoral and sixth year level (specialist) students and not be available to master's degree candidates.
. placement be dependent on the particular intern candidates needs and goals and not be restricted to specific areas such as the central office of public school or to secondary schools.
. length be for one full school year.
. title be "administrative intern."
. be designed primarily for young men and women who have had some teaching experience but little or no administrative experience.
. be paid for by the employing agency (school district) based on the teachers' salary schedule in that district.
. be studied more thoroughly by the universities in relation to their total program to determine if it should count

toward meeting the residency requirement.

. be accompanied by an adequate number of group seminars each semester.

. be given appropriate credit toward meeting graduation requirements (three credits per semester are recommended).

. be accompanied by an appropriate number of on-the-job supervisory visits by the university supervisor (between four and nine per year are recommended).

. not be required for all students for provisional state certification as an educational administrator.

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APPENDIX

TEMPLE UNIVERSITY
COLLEGE OF EDUCATION
PHILADELPHIA, PENNSYLVANIA 19122

DEPARTMENT OF
EDUCATIONAL ADMINISTRATION

February 16, 1968

Dear UCEA Plenary Session Representative:

A member of the staff of the Department of Educational Administration at Temple University is planning a study of the administrative internship in UCEA institutions.

Would you please complete the following questions?

_____ Name of University

_____ Name and address of person with overall responsibility for heading the educational administration program

_____ His title other than academic rank

Does your university currently include an administrative internship opportunity as a part of the graduate program?

____No ____Yes

If yes, please give the name, title and address of the person with major responsibility for the administration and supervision of the internship program.

TEMPLE UNIVERSITY
COLLEGE OF EDUCATION
PHILADELPHIA, PENNSYLVANIA 19122

DEPARTMENT OF
EDUCATIONAL ADMINISTRATION

Dear UCEA Colleague:

The UCEA plenary session representative from your university was recently asked if your university currently has an administrative internship opportunity as a part of the graduate program. His answer indicated that the administrative internship was not a part of your graduate program at the present time.

It appears to be timely to take another look at the internship in educational administration nationally to assess its present status and to look at its future. This study proposes to look at the status and future of the internship in UCEA institutions. The UCEA staff has endorsed the proposal of the study and has agreed to reproduce the report, summarize it briefly in the UCEA Newsletter and supply a free copy to any professor requesting it.

The definition of the administrative internship as used in this study is:

> "An internship in educational administration is a phase of professional preparation in which a student who is nearing the completion of his formal study works in the field under the competent supervision of a practicing administrator and of a professional school representative for a considerable block of time for the

purpose of developing competence in carrying administrative responsibilities." [1].

It will give a complete picture nationally if the thinking of persons in those universities which currently do not include the internship in their graduate program is obtained along with those who do. It will be most helpful if you will complete the enclosed questionnaire and return it in the enclosed self-addressed envelope.

It is hoped that the findings of this study will be of use to your university and to other UCEA institutions.

Thank you for your help.

Sincerely yours,

Leroy C. Olson
Associate Professor
Educational Administration

LCO:mz

Enclosures

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1. Clarence A. Newell, Handbook for the Development of Internship Programs in Educational Administration. (New York: Cooperative Program in Educational Administration, Middle Atlantic Region, Teachers College, Columbia University, May, 1952), page 4.

The Status and Future of Administrative Internship Programs In UCEA Institutions

Part A

Part A is intended for departments which do not include the administrative internship as a field experience for graduate students at the present time.

It is requested that the chairman of the Department of Educational Administration or some other appropriate person answer the following questions in those UCEA institutions not having administrative internships.

1. Have you at any time in the past included the internship as one type or field experience opportunity for your graduate students in educational administration?

   ____Yes ____No

2. If your answer to number 1 is yes, please explain:

   a. How many years the internship was included as a part of your graduate program? _____
   b. What was the total number of interns in the program? _____
   c. Why the internship program no longer is operative:

3. Approximately how many students are currently matriculated in your graduate program in educational administration?

   _____Masters _____Doctorate

   _____Certificate of Advanced Graduate Study

4. Does your university offer any field experiences for graduate students in educational administration? Please explain the various opportunities and give the approximate number of students participating in each field experience during this school year.

5. Do you make use of any simulated materials in your program to help your graduate students relate theoretical studies to practical experiences? Please specify.

6. In your opinion, what are the major obstacles to the inclusion of an administrative internship program?

7. Are there plans to include the administrative internship as a field experience opportunity for your graduate students within the next five years? Please explain.

8. Do you have a university requirement that students must have actual administrative experience prior to the granting of a:

	Yes	No
Master's Degree in Educational Administration	____	____
Certificate of Advanced Graduate Study (Major in Educational Administration)	____	____
Doctorate in Educational Administration	____	____

9. Please check which one or more of the following you believe should be required for provisional state certification as an educational administrator.

____Experience in the use of simulated materials
____Field experience in an area such as Practicum or School Survey
____Internship
____Actual job experience
____Experiences such as those above are not necessary for provisional state certification as an educational administrator

10. What do you foresee as to the extent and importance of the internship in future graduate education programs for educational administrators on a national basis?

11. If you were starting a new graduate program in educational administration, what provisions would you make for relating theory to practical experiences for your students? What would you do specifically about the internship? Please explain your answers.

TEMPLE UNIVERSITY
COLLEGE OF EDUCATION
PHILADELPHIA, PENNSYLVANIA 19122

DEPARTMENT OF
EDUCATIONAL ADMINISTRATION

Dear UCEA Colleague:

The UCEA plenary session representative from your university was recently asked if your university currently has an administrative internship opportunity as a part of the graduate program. His answer indicated that the internship opportunity was available to graduate students in educational administration.

It appears to be timely to take another look at the internship in educational administration nationally to assess its present status and to look at its future. This study proposes to look at the status and future of the internship in UCEA institutions. The UCEA staff has endorsed the proposal of the study and has agreed to reproduce the report, summarize it briefly in the UCEA Newsletter and supply a free copy to any professor requesting it.

The definition of the administrative internship as used in this study is:

> "An internship in educational administration is a phase of professional preparation in which a student who is nearing the completion of his formal study works in the field under the competent supervision of a practicing administrator and of a professional school

> representative for a considerable block of time for the purpose of developing competence in carrying administrative responsibilities."[1].

It will be most helpful if you will complete the enclosed Personal Data Sheet and questionnaire and return them in the enclosed self-addressed envelope. It is hoped that the findings of this study will be of use to your university and to other UCEA institutions.

Thank you for your help.

Sincerely yours,

Leroy C. Olson
Associate Professor
Educational Administration

LCO:mz

Enclosures

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1. Clarence A. Newell, Handbook for the Development of Internship Programs in Educational Administration. (New York: Cooperative Program in Educational Administration, Middle Atlantic Region, Teachers College, Columbia University, May, 1952), page 4.

Personal Data Sheet

1. Name (optional)_____

2. Name of University_____

3. Rank

____Professor ____Associate Professor ____Assistant Professor

4. Do you have direct responsibility at present for the administrative internship program? ____Yes ____No

   If the answer is yes, how many years have you held this responsibility? _____

5. What part, if any, do the other members of the department play in regard to the internship program?

6. Teaching Load

   a. What is the official teaching load at your university in terms of hours? _____
   b. What is your present teaching load in terms of hours of teaching per week? _____
   c. What credit do you receive toward your teaching load for your work with the internship program? _____
   d. How much time do you devote to the internship on the average per week? _____
   e. Do you receive extra compensation for your work with the internship program? _____
   f. Do you receive compensation for expenses incurred in your work with the internship program? (Mileage, meals, etc.) _____

Part B

Part B is intended for departments which do include opportunity for graduate students to participate in an internship as a part of their degree program. It is requested that Part B be completed by the person in the department who has the major responsibility for the internship program.

1. How many administrative interns do you have in your graduate program during this 1967-68 school year? _____

1b. How many of your present interns are at each of the following levels?

____Master's
____6th Year

____Doctorate
____early in program
____late in program

____Post-Doctorate

1c. At which level(s) is it possible for a graduate student to take an administrative internship in your program?

1d. Which level or levels do you consider to be most appropriate? Why?

2. Approximately how many students are currently matriculated in your graduate program in educational administration?

____Master's
____Doctorate
____Certificate of Advanced Graduate Study

3. Has the percentage of your graduate students who participate in the administrative internship program increased, decreased, or remained about the same over the past five years?

_____

4. Do you anticipate any change (increase or decrease) in the percentage of administrative interns in your graduate program over the next five years? Please explain.

5a. Where are your interns placed this year? (Please indicate the number of interns placed at each level.)

____central office public school
____elementary school
____secondary school
____county office
____state department of education
____higher education
____other (please explain)

5b. Is it possible for your students to intern in all of the above areas? ____Yes ____No

5c. Which area(s) do you feel gives the best experience? Why?

6a. How long is your period of internship?

____semester
____school year
____calendar year
____other (please explain)

6b. What do you feel is the optimum length of time for an internship? Why?

7a. What is the title your interns carry in their position of employment?

____administrative intern
____other (please list)

7b. In your opinion, what title should the intern have in his position of employment? What is your reason?

8a. What are the ages of the interns you have placed this year? (Please indicate the ages of each.)

____20-25
____26-30
____31-35
____36-40
____41+

8b. Could you make any generalizations about the minimum, maximum and optimum age for a candidate for an internship? Please explain.

9a. How much prior teaching experience do each of your present interns have?

____None
____1-3 years
____7-10 years
____4-6 years
____11+ years

9b. Could you make any generalizations about the minimum, maximum and optimum amount of teaching experience an intern should have prior to his internship? Please explain.

10a. How much prior administrative experience do each of your present interns have?

____None
____1-3 years
____4-6 years
____7-10 years
____11+ years

10b. Could you make any generalizations about the minimum, maximum and optimum amount of prior administrative experience which an intern should have? Please explain.

11a. On what basis and by whom are your interns paid?

____no pay
____by district on teachers' salary based on degrees and experience
____by district on administrative salary schedule
____by university
____by a combination of district and university
____other (please explain)

11b. On what basis and by whom do you think interns should be paid? Why?

12a. Is a student permitted to take his internship in his own school district?

____Yes ____No

12b. How do you feel about a student taking his internship in his own school district?

____Recommend ____Don't Recommend
____Depends on Individual Case

Please explain your answer:

13a. Do you permit an intern to be employed by the school district following his internship in that district?

____Yes ____No

13b. Do you think a school district should be permitted to employ an intern after he has completed his internship in that district?

____Recommend ____Don't Recommend
____Depends on Individual Case

Please explain your answer:

14a. If your university has a residency requirement, does the internship count toward meeting the requirement?

____Yes ____No ____No residency requirement

14b. Do you believe that the internship should count toward meeting the student's residency requirement? (please explain)

15a. Are there group meetings or seminars held each semester?

____No ____Yes ____If Yes, how many?

15b. How many seminars should be held during the year for on-the-job administrative interns? Please explain your answer.

16a. Does an intern receive semester hours credit for the internship?

____No ____Yes ____If Yes, how much per semester totally?

16b. How many semester hours credit do you think the student should be given for the internship? Please explain your answer.

17a. Are on-the-job supervision visits of the intern made annually by university personnel? How many?

17b. How many visitations should be made annually by university personnel? Please explain your answer?

18. What do you consider to be the major successes of the internship program at your university? Please explain why.

19. What do you consider to be the major problems connected with the internship program in your university? Please explain why.

20. In most universities which have established administrative internships as part of their graduate degree programs, the number of students placed in such internships has remained small compared to the total number of students. Why hasn't the number been greater in your institution?

21. The statement has been made by some advocates of the administrative internship program that the internship should be required of <u>all</u> graduate students in educational administration. What is your belief regarding such a requirement? Does your university plan to make it a requirement for all graduate students in the foreseeable future? Why or why not?

22a. What types of experiences other than the internship are provided by your university to help educational administration students relate theory to practice?

___field experiences such as surveys, practicums
___use of simulated materials
___other (please list)

22b. What types of experiences should a university provide to help educational administration students relate theory to practice?

23a. Do you have a university requirement that students must have actual administrative experience prior to granting of a:

	Yes	No
Master's Degree in Educational Administration	____	____
Certificate of Advanced Graduate Study (Major in Educational Administration)	____	____
Doctorate in Educational Administration	____	____

23b. Please explain your thinking about such a requirement.

24. Please check which one or more of the following you believe should be required for provisional state certification as an educational administrator.

____Experience in the use of simulated materials
____Field experience in an area such as Practicum or School Survey
____Internship
____Actual job experience
____Experiences such as those above are not necessary for provisional state certification as an educational administrator.

25. What do you foresee as to the extent and importance of the internship in future graduate education programs for educational administrators on a national basis?

26. If you were starting a new graduate program in educational administration, what provisions would you make for relating theory to practical experiences for your students? What would you do specifically to improve the internship program? Please explain your answer.

Would you please return a copy of any descriptive literature you may have relating to your internship program?

TEMPLE UNIVERSITY
COLLEGE OF EDUCATION
PHILADELPHIA, PENNSYLVANIA 19122

DEPARTMENT OF
EDUCATIONAL ADMINISTRATION

Help!

During this busy time of year you have probably placed my questionnaire on the administrative internship somewhat low on your priority list. While I have received a completed questionnaire from most UCEA universities, it would be a much more meaningful study if I could also include your answers and ideas.

The UCEA staff has endorsed the concept of the study and has agreed to make copies of the report available to professors in member universities.

The definition of the administrative internship as used in this study is:

> "An internship in educational administration is a phase of professional preparation in which a student who is nearing the completion of his formal study works in the field under the competent supervision of a practicing administrator and of a professional school representative for a considerable block of time for the

purpose of developing competence in carrying administrative responsibilities."[1].

Won't you please complete the enclosed materials and return them in the self-addressed stamped envelope?

Sincerely,

Leroy C. Olson
Associate Professor
Educational Administration

LCO:mz

Enclosures

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1. Clarence A. Newell, Handbook for the Development of Internship Programs in Educational Administration. (New York: Cooperative Program in Educational Administration, Middle Atlantic Region, Teachers College, Columbia University, May, 1952), page 4.

END